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ABSTRACT

An investigation conducted at Suffolk University as a basis for developing a course in career and life planning is described, and the course units that were produced are outlined. The literature survey investigated: the historical development of career and life planning from Frank Parson (1909) to the present: kindergarten to adult programs: and programs in schools, public sectors, professional career counseling firms, and colleges and universities. Interviews with college officials at Suffolk University and with placement directors at other institutions offering such a course were also conducted. Three major course units which were developed are as follows: "knowing oneself or self-awareness," "the world of work," and "the marketing campaign." The rationale, objectives, and learning activities of these course units are described. Since the university presently offers an appropriate course for freshmen, it was recommended that a pass-fail three credit hour course be provided for seniors to help students choose a career. The experiential approach used for the course could be described as a structured, goal oriented T-group type of group counseling. Prescreening of students to aid assignment to groups and other aspects of the course are described. References are included. (SW)

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CAREER AND LIFE PLANNING: A NEW COURSE AT SUFFOLK UNIVERSITY

CURRICULUM DEVELOPMENT

by

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Suffolk University

DR. ARMAND DESMARAIS, CLUSTER COORDINATOR

BRISTOL CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

AUGUST 3, 1978

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ABSTRACT

Students need more help today in defining the career that suits them best than they did at the turn of the century or even in the sixties. No longer does a child follow the career footsteps of the parents and no longer is the graduate courted by many potential employers.

To investigate the problem of what can and perhaps should be done to assist the college graduate, literature was searched concerning three major aspects. The historical development of career and life planning was cursorily traced from Frank Parsons (1909) to the present. Kindergarten to adult was investigated for the purpose of identifying any relevant aspects that could utilized in a college course in career and life planning. Finally, emphasis was given to what is being done in areas behond high school such as schools, public sectors, in professional career counseling firms and in colleges and universities.

Through a search of the literature and interviews, it was discovered that many colleges are interested in offering a career and life planning course but to date most do not. The three major units for the course that was developed consist of Knowing oneself or Self-awareness, The world of work and The marketing campaign. Also, it was discovered that this course could be offered in the placement department, the education department and the management department. It depends on which department has a facilitator (teacher/instructor) with the qualifications necessary to conduct such a course: namely, counseling abilities, teaching abilities and marketing/management abilities.

It was recommended that a pass-fail three credit hour course be initiated for seniors. This course would help the student choose a better

career and simultaneously help Suffolk University become more competitive in a declining student market, (one study showed that over one-half of the freshman chose their college because it would help them to get a better position).

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Chapter 1

INTRODUCTION

Since Suffolk University is a private commuting college located in the heart of Boston, many working students are attracted to its varied programs and hours. Students may enroll in courses on a full or part-time basis, day or evening and even on Saturday. It is felt that this particular type of student would greatly benefit from this new course in Career and Life Planning since many are currently working and could utilize immediately the personal career direction that this course would offer. Not only does Suffolk not have a course, they do not even have seminars on a regular basis.

One major step was taken at Suffolk's College of Business Administration (CBA) in the fall of 1977 and that was to offer to freshman an introductory course to business. This course should take care of the awareness stage by giving each student some insight into each major in the CBA program. The instruction of this course will stress the career approach as much as possible.

One problem in offering a career course seems to be that of timing. Kaufman (1974) states that "Career education would be a comprehensive educational program which would begin in kindergarten and continue through the adult years." This paper suggests that a career and life planning course is appropriate at the college level.

Lieberman (1975) suggested that such a career course on the college level should come in two segments. The first part should be offered in the freshman year when the student needs to "put it all together" and be able to properly market him/herself.

Since Suffolk University's C.B.A. is offering a career-oriented "Introduction to Business" to freshmen students which would take care of Dr. Lieberman's first part, this proposed career and life planning course would take care of the second part and be offered in the senior year.

Woods (1977) states that due to an explosion of written articles appearing during the last twelve months, it would appear that virtually all colleges would like to offer full credit courses on careers.

Bruce (1977) points out that most colleges and universities that are involved with career courses appear to have started after 1971 or 1972 and some estimate that there are now between 125 to 150 colleges offering such courses. If Suffolk University wants to be a conservative emulative type of institution, then offering this proposal is useless. If, on the other hand, Suffolk wants to continue the innovative image of progressive, private institution, then this proposal would be of tremendous value.

Wigglesworth (1975) points out that the goal in education today should be to facilitate human happiness. To comply with this idea, the emphasis should gradually change from liberal arts college preparatory programs to career orientation programs. Today's schools prepare the student for one thing--more school. Suffolk University should be more career-orientated.

This practicum represents perhaps a significant contribution to the area of career and life planning because a survey shows that apparently little has been published to date. The dean of the C.B.A. stated the problem most concisely when he said it "...certainly would be useful to students and to the professional business community." At the time the dean made his statement, he was unaware of a report of "The American Freshman: National Norms for Fall 1975" by the Cooperative Institute

Research Program that stated that "More than half of the 1975 freshman (50.7%) said they picked their school because it would help them to get a better job." (Babbush, 1977, p. 46-47).

A substantial amount of information was gathered from interviews and unpublished sources, as will be disclosed later. Several books have been published on the various aspects of career planning but not one book has been found by this author that tells the complete story. However, such a book may prove to be either impossible or impractical to write since each individual has different problems to overcome, different objectives to accomplish as well as the various combination of the two. The outline for this curriculum practicum is as follows:

1. Introduction: need for such a course, historical background and current developments.
2. Knowing oneself: personality tests and exercise, discussion, and whatever else is necessary for the student to reach a sound career objective.
3. Know the world of work: with the availability of some 26,000 careers, the student should become aware of the work that is most likely to use his/her skills and desires.
4. The marketing campaign: the aspects of resume and letter writing, interviewing, etc., should comprise approximately one-fourth of the entire course.

Being to some degree a follower of Carl Rogers' educational theory and Malcolm Knowle's teaching of adults theory, it is hoped that a major portion of this course will be designed using both of their theories and combined into an experiential approach to learning.

Chapter 2

BACKGROUND AND SIGNIFICANCE

The purpose of this investigation is to gather adequate historical information in an attempt to justify a course in career and life planning and to establish what would be the appropriate contents of such a course. This course would create a change in the C.B.A. curriculum and to some minor degree, a change in the current philosophy. At this time, theoretically based courses are the mainstay in most colleges and universities, yet a proportionally small part of this course, the "Marketing Campaign," may be considered the "practical" portion. Even though the small "practical" section is not entirely theoretical, this minor change in philosophy is justifiable by its necessity.

It may indeed be true that more assistance is needed today than was needed in the past to help individuals select one of the approximately 26,000 careers available. Personal observation reveals that no longer can an ambitious son or daughter easily learn a business only by observing or working with parents in their store or on their farm. The life style of the child is not necessarily influenced by the career and life style of the parent. The banker's son may desire to work with his hands and the carpenter's son may desire to become an orator.

Career choice up to this decade seems to have been left to chance by the vast majority; college attendance meant preparation for a better position. College should prepare the individual for a more specific occupation with relation to his chosen major. A biology major, for example, is preparing for a better position, he is enriching his personal

life, but he needs help to decide about a specific occupation in biology. A brief review of what is being done in the area of career and life planning at all levels of education will give this study a preface for what was, what is, and what can be done at the college level.

K THROUGH 12

The goal in education today should be to facilitate human happiness. To accomplish this goal, the stress is gradually changing from a liberal arts college preparatory to one of career orientation. Today's schools prepare the student for one thing--more school! (Wigglesworth, 1975, p.5)

In the middle ages, schooling prepared the individual for a career in the church or for a career as a merchant. It was not until after the Renaissance that rich young men (that did not have to work) crowded educational institutions desiring to cultivate their intellect. (Marland in Wigglesworth, 1975, p. 168) How better can our educational system facilitate human happiness today than by preparing our students for a life of satisfactory work.

Public school systems scattered throughout the United States and Western Europe are beginning to show the way. The trend gleaned from school systems operating in Oregon, Florida, Michigan, Texas, Arizona, and other areas using primarily the cluster concept. It is assumed by USOE that the fifteen clusters would introduce the student to a large majority of the 26,000 different occupations now existing. The fifteen clusters include:

Agri-Business and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking
Public Service

Fine Arts and Humanities
Environment
Health
Leisure (Recreation, Hospitality and Tourism)
Manufacturing
Marketing and Distribution
Marine Science
Transportation
Personal Services

These clusters would be implemented by a sequence of four levels or phases:

1. Career awareness
2. Career exploration
3. Career orientation
4. Skill development (Wigglesworth, 1975, p.6)

Most cluster programs operate so that students in grades K through 6 would be involved with self-awareness. Grades 7-9 would emphasize the exploratory phase (Torp in Wigglesworth, 1975, p.55) and by the end of the 12th grade the student would be well on the way in the areas of career orientation and skill development. The community colleges could continue with the career cluster idea and offer advanced study opportunities in each of the career fields. (Estes in Wigglesworth, 1975, p. 65)

The career cluster concept appears to be successful. It is claimed that students have the opportunity to explore occupations in the various clusters, they become more interested in school (lower drop-out and absenteeism rate), and they become better members of their community.

"Career education would be a comprehensive educational program which would begin in kindergarten and continue through the adult years." (Kaufman, 1974). This paper has pointed out that several programs are currently being conducted that do provide career education from K-12 and even beyond. Community colleges such as Dallas County Community College, (Estes in Wigglesworth, 1975, p. 65), Pasadena City College in California, (Martin in Wigglesworth, 1975, p. 69), New York City Community College, (Martin in Wigglesworth, 1975, p. 70), Central Piedmont Community College

in Charlotte, North Carolina, (Martin in Wigglesworth, 1975, p. 70), Moraine Valley Community College, Illinois, (Martin in Wigglesworth, 1975, p. 70), Community College of Denver, (Martin in Wigglesworth, 1975, p. 71) Lane Community College in Eugene, Oregon, (Martin in Wigglesworth, 1975, p. 71) and Middlesex Community College in Massachusetts (Wallach, 1975), can all serve as examples of how career education has become the vital force in these and other similar institutions.

Very little has been written on the topic of career education, especially at the college level. If career education is something that should "...continue through the adult years" it would be well for career educators to be aware of what is happening. If the goal of public education is to facilitate human happiness, the goal for adults and college students is merely an extension.

AFTER HIGH SCHOOL

Even under what may be considered the most ideal conditions, career orientation programs from K-12 and even into the community college level, the student might yet be "misplaced". The student may have absorbed some of the characteristics of many occupations but has not recognized the right one. The student's likes and desires may have changed over the years. The occupation that the student was training for may have changed, may have been eliminated or saturated. New occupations using the skills that the student has developed may have evolved.

Several specialized programs have been developed in many communities to help individuals in special areas. When the electronics industry employment took a nose dive, experience showed that programs were set up to retrain the high level displaced personnel in medical and other fields. Several minority programs, as proclaimed by local newspapers, have been set up to help these people become employed. The Rhode Island

"Career Education Project: Career Counseling Service for Adults" (Vokac, 1975, p. 31) has as their typical client a woman between 20 and 35 who has been married with at least one child under 18 at home. She has a high school education and an annual family income of under $10,000. (No author, no date).

Whatever seems to have taken place beyond the high school level appears to have dealt exclusively with specific serious problem areas. No comprehensive program has yet been successfully devised to solve the problems faced by college students in general.

Colleges are gradually becoming interested in career programs. Some English teachers have implemented career aspects in their course. J. Donald Weinrauch at Indiana University, incorporated careers into his college communications classes for sophomores and juniors. (Weinrauch, 1974, p. 15). Some colleges have career seminars. A few hours may help, but it still leaves the task far from complete. Babson has a three hour crash program which the original director, Ms. Michael Stimac, was constantly campaigning to develop into a four credit hour course, (Stimac, 1975).

At Suffolk University, for example, faculty, alumni, present students, and especially Mr. Woods, the placement director, feel that a lack of preparation in the area of career planning places our graduates at a distinct disadvantage in the job market; this is the strongest support for introducing this course into the curriculum. "Since 1970, the employment market has changed substantially and no longer will the marginal student be courted by the corporate recruiter. The once flourishing 'courting' period when demand exceeded supply is over." (Graham, 1974). "With the increasing complexity of daily human existence, the need for formal career development planning has become more acute." (Desfosses,

1977, p. 9). "It is still true that more potential jobs are lost through inability to relate effectively to other people than through lack of technical competence." (Weinrauch, 1974). Students need help in defining their goals, preparing letters and resumes and learning about interviews.

To date, extremely few examples can be found of an appropriate existing model at the college level. As previously stated, Weinrauch at Indiana University has incorporated careers for sophomores and juniors into his college communication classes. Babson University has a three hour crash program, Northeastern and Harvard have graduate level programs, and most of the other universities contacted merely rely on their over worked psychological services departments. In business, Dr. Desfosses works with his career development primarily through management by having managers and subordinates form natural groups. (Desfosses, 1977, p. 17). It must be admitted that the public schools have developed career-oriented programs for K-12. Some programs have been introduced at the Community College level. Texas, for example, has one of the most complete public school programs in the nation. (Marshall, 1974, p. 51-54).

These existing programs, however, are inadequate for individuals on the college level. As Assistant Professor Jack Hruska of the University of Massachusetts points out, "The young woman of 22 is not the same woman she was at 15", he goes on to state that "Careers selected in the developmental years...are readily disregarded later as our values are shaped and reshaped." (Hruska, 1974). There does indeed seem to be a great need to provide such help to our graduating seniors especially since it is common knowledge that those entering the work force will change jobs on the average of at least three to five times before retirement. Through this course the average might be lowered. These individuals will at least have the knowledge to go and seek new and hopefully more satisfying careers.

As far as research has permitted, this author has found very few senior colleges offering a career planning course. The specific course content of a career planning course is certainly dependent upon individual conjecture at this time.

Authorities apparently feel that there are basically four routes the college could take. First, offer a career course early, (Herrick, 1975, p. 1 and 21; also Cooper, 1975), perhaps in the freshman year so that the student will be able to adapt his college courses to gain the necessary skills needed for his/her career goal. Second, offer the career course during the senior year, (Herrick, 1975, p. 8,9,10,16,22,& 26), so that the student can utilize his/her accumulated assets properly to fit the career position he/she will be seeking. Third, (O'Neal, 1977) spread the career course over the last three years. The fourth possibility would be to have a two-part program (Vokac, 1975) with the first part being offered sometime during the freshman/sophomore years and the second part during the senior year.

The first route offers the freshmen the advantage of setting tentative career goals early and also aids the student with course selection. This advantage is offset by other, perhaps more important, disadvantages. The student supposedly has formulated a career objective of some type by this time, however, the individual's objectives often change within a four-year period. This disadvantage tends to discount placing a career course early in the student's college career.

The second route is more acceptable because the student's interest is highest in his senior year, the need is highest and conceiveably he has accumulated a number of marketable skills.

The third route may ulitimately prove to be the best even though it would automatically fragment itself. This route can serve the purpose

of identifying goals and building marketable skills if a coordinator were constantly available to help in each step of the process and also if the student did not transfer from one college to another.

The fourth route would encompass the primary advantages of freshmen career planning while time is available and it would serve the senior year need of marketing the developed skills. Although undoubtedly the most ideal route, it may also be the least practical especially when the college initiates a career program.

Course content as found in Appendix A consists basically of five sequential steps: self-awareness, career cluster information, specific occupations, matching self with career, and implementation.

The relationship between public school and college is analogous to the relationship between advertising and salesmanship. Advertising makes one aware of what is available and the salesman by quickly reviewing the selling points makes the sale. "Give a man a fish and he will eat for today, teach a man to fish and he will eat for the the rest of his life," is an old addage. The public school ideally has introduced various careers the college has provided some of the skills and a career course teaches the student how to fit all the elements together. The emphasis of a college career course is to teach the student to fish (set a goal) by helping him/her to choose the correct bait (skills) and to direct the student to the correct water (career) that would most likely enable the student to land the most satisfying fish (position).

The four levels or phases of implementing the cluster concept of the public school have now been completed. What is step number five that follows: (1) Career awareness, (2) Career exploration, (3) Career orientation, and (4) Skill development? Should not step number five be implementation? This certainly should be the goal of a college career

course, the how to fish became extremely important. One general observation stated by Osipow (1973, p. 140) seems to apply to college seniors,

> "...people must be psychologically mature enough to tolerate cognitive dissonance and reduce it by resorting to reality rather than by distorting their experisnces if they wish to grow in their ability to cope with the demands life places upon them."

Most of the colleges and universities that are involved with career courses appear to have started after 1971 or 1972 and now some estimate that there are now some 125 to 150 colleges offering such courses. (Bruce, 1977). There are still only a limited number of examples of courses available, some are proposed, some are seminars (which most colleges have) and some are actual credit courses.

Due to an explosion of written articles appearing during the last year, (Woods, 1977) it would appear that virtually all colleges would like to offer full credit courses on careers. Boston University would undoubtedly have such a course if it were not for their policy of having eighty-five percent of their instructors holding a doctoral degree. (Bruce, 1977) Qualifications necessary for teaching such a course have not been established. It appears from cursory research that some are offered by the management department, the education department, and by the placement department.

SUMMARY

The goal of career education is to help the individual find the proper direction that would lead to a lifetime of job satisfaction, or as the old addage states, "...teach the man to fish..." This does not mean that the first job a college graduate takes will be the one he/she will stay with the rest of their lifetime. Jobs and careers change even

after college, perhaps at an average rate of five or six times. The student should recognize that some jobs and life experiences are more satisfying than others, but all jobs and experiences should be regarded as stepping stones to a successful career which facilitates human happiness.

A properly conducted career course should provide the student with the most valuable (learning) experience in his/her entire education.

This particular course would undoubtedly complete the curriculum of the College of Business Administration.

Chapter 3

PROCEDURE

The procedure used in this study was to:

1. Survey the literature.
2. Interview individuals and organizations. This included authority figures within the University, such as the placement director, chairman of psychological services department, chairman of the psychology department, director of student activities, and a specialist in educational counseling. Personal, mail and telephone interviews with placement directors at other institutions offering such a course were contacted.
3. Develop an appropriate course outline.

This procedure basically follows the three steps advanced at the turn of the century by Parsons (1909). These steps were:

1. Analyze the individual; find out about his abilities, interests, experiences.
2. Analyze the job in terms of it's requirements.
3. Match the information about the individual with the information about job requirements.

Chapter Two shows the background and significance of a course in career and life planning through logical, historical and age (kindergarten to adult) development. The literature also strongly indicates serious consideration at the college level.

The most useful type of course appears to be one more skill-oriented (experiential approach) rather than one specializing in personal growth or utilizing films and speakers. By combining both personal growth with films and speakers, the student would be expected to do his/

her own research in his/her own area of specialization. This would develop the necessary skills to secure the career that would lead to the greatest personal satisfaction.

The course that would offer the greatest benefit to Suffolk students appears to be similar to the two companion courses offered at the University of Michigan, Dearborn Campus. The first part is offered during the freshman/sophomore years and emphasizes the psychological foundations for selecting both academic and vocational objectives. The second part, coming in the junior/senior years, is for those students that have made their academic choice and are about to implement their education but are unsure of how to make the transition from college to career.

Suffolk University's College of Business Administration has solved most of their advising problems during the freshman year by offering an Introduction to Business Courses in the fall of 1977. This paper will explain the second part that would come during the student's senior year. Not only is the CBA/GSA dean interested in a career course, but the Management Department chairperson is also very much in favor. Encouraged with the idea of offering some type of course based on group career counseling, utilizing the experiential approach, some key people on campus were interviewed with the following results:

Mr. James Woods, placement director, has been recommending such a course for the last four years.

Dr. Kenneth Garni, chairman of psychological services department, claims this course will allow more time for counseling in other areas.

Dr. Leo Lieberman, chairperson of psychology department also approves the idea and was extremely helpful in formulating some of the details.

Mr. James Peterson, student activities director sees a great need for such a course. He feels that some introductory aspects of career direction for all Freshmen might be incorporated into one of his mini courses; this would complement the "Career and Life Planning course".

> Dr. Glen Eskadel, professor in educational counseling also approved the idea and identified it as one lending itself to group counseling.

Each of the three units for the course described in Appendix B represents a different thrust which could easily fall into three different disciplines yet it is recommended that only one individual serve as the facilitator. As will be explained later, in Unit One the facilitator should have counseling abilities, in Unit Two, he/she should have teaching abilities, and in Unit Three, he/she should have marketing/management abilities. The procedure to replicate the units of Appendix A not only would involve a search of the literature and interviews, but training and experience in the three disciplines.

KNOWING ONESELF or SELF-AWARENESS

Unit One of Appendix B describes the "Knowing oneself or Self-awareness" phase of the course. This aspect of the course utilizes the counselor aspects of the facilitator (teacher/instructor) and tends to be one of the more difficult areas. Drawing out the past accomplishments is indeed challenging, especially when an individual has difficulty recognizing them. Ohlsen (1970, p. 161) points out that role playing has its place in counseling and that (1970, p. 178) counseling includes assistance in choosing a vocation. Ohlsen (1970, p. 201) emphasizes that the group approach helps students in that "Within the safe atmosphere of a counseling group, they also enhance their own self-respect by helping others." Ohlsen obviously embraces the group approach for this type of course as does Richard Gruen (Siegel, 1968, p. 228) when he points out:

> Brooklyn College has offered group career counseling for sophomores and seniors in addition to individual career counseling. Group career counseling was instituted in 1960 and conceived of as more than orientation or information-giving sessions.

Roberta Baker (Siegel, 1968, p. 192) points out that a counselor "attempts to help a student help himself and must arouse his interest and show him some promise of reward". This thought is actually taking Parsons' (1909) step "Analyzing the individual..." and putting it into a group counseling setting that is called the experiential approach.

Gruen (Siegel, 1968, p. 215) appears to sum up this first aspect of the course by stating that:

> College and university students are searching for self-awareness. They are in quest of answers about themselves and the world around them. The questions about themselves are often imposed from without, but there are also deep rumblings from within, in their trial and error attempts to answer the questions, "Who am I?", Where am I going?" "What kind of life do I want to live?"

Gruen goes on to point out that "...the task of career identification takes on major significance during the college years."

There are a number of publications that are written with the intent to help the reader recognize their past accomplishments or as the title of Unit one in Appendix B states, "Knowing Oneself or Self-Awareness". Among some of the sources that would probably be helpful are found in Appendix C.

Obviously, many of these sources could be read and appreciated by both the implementor and students.

Although the experiential approach is not classified as group counseling, it does come very close. The implementor would use counseling principles, particularly as they apply to group counseling as well as a moderate amount of individual counseling.

THE WORLD OF WORK

Unit Two of Appendix B describes "the world of work" and as Roberta Baker (Siegel, 1968, p. 189) describes this process: "In order

to look efficiently for the proper doors, he needs placement counseling..." She goes on to state that "Initially, he probably expects the placement counselor to get him a job, one that pays well and is interesting." The most interesting job or position is obviously the one that matches the individuals needs and objectives discovered in Unit one.

Other than looking in newspapers, very few individuals are aware of the best procedure to use in finding the ideal postion. The obvious rationale for this unit is that help is desperately needed. This unit makes greater use of the implementor's teaching qualities supported by his/her counseling abilities.

Teaching the students where to look for information, how to use information and how to reach decisions is important. The counseling role would involve helping students with particular problems such as a physical handicapped student, one with low grades, one that is obese or a female student with plans for marriage.

Literature and interviews have shown that it is necessary to analyze the job in terms of its requirements. This is necessary to assure that the student has a reasonable chance to fit his abilities, interests, and experiences into a particular employment field or company. This is exactly the second step in the procedure developed by Parsons which is to "analyze the job in terms of its requirements."

The teacher can explain how and where to find information about a company or industry. Parsons' second step is also included in Unit two of Appendix B which is to "Match the information about the individual with the information about job requirements."

Basically it is essential for the student to seek out facts about the particular company to be able to make Parsons' last two steps work. Appendix C entitled "Some useful information sources for a Career Counseling

course" gives a sampling of the vast number of resources that are available.

The implementor may benefit greatly from the list of books and periodicals also found in Appendix C as a guide in implementing especially Unit one and also Unit two of Appendix B.

THE MARKETING CAMPAIGN

Unit three of Appendix B describes "The Marketing Campaign". This was developed as a separate unit because of its obvious necessity for securing a position. Few books discuss the entire marketing campaign, although some of the material mentioned in Appendix C such as Boyle, Dieddah, and Haldane are particularly useful.

Unit three involves salesmanship, a selling of self by the student. Interviews with professional career counselors disclosed that individuals desiring a selling position rarely know how to sell (market) themselves. Even the books mentioned previously in Appendix C do not discuss at any length resume writing, letter writing, timing, and other essential ingredients of securing a position. One writer, for example, strongly believes that accomplishments should be stressed and that "The traditional obituary resume has gone the way of the horse and buggy." (Sutherland, 1978, p. 6).

The assumption in marketing oneself should be that the student being interviewed seeks information rather than a position, which is adequately explained in the appendix.

LIMITATIONS

Although this system is being used on a one-to-one basis by professional career counselors and has been used with equal success with college students on a seminar basis, it has not been experimented with as a pass/fail college course for credit. Even though this paper has proven the need, it must still be approved by the academic powers at the university.

One possible objection, as mentioned previously, may revolve around the marketing campaign unit that it is not theoretical but a how-to type of instruction that may not fit in with a university image. It is believed that this would be a weak reason to advance for such a potentially valuable course. Perhaps the reason for an objection is the lingering, misguided association between vocational-technical schools and career education. As Kray (1977) pointed out:

> In some quarters, vocational-technical education is synonymous with career education, and nothing could be further from the truth. While vocational-technical education is an important part of career education, it is only a part of the total career education system.

The procedure for the development of a viable course would involve a survey of the literature and interviews particularly with professional career counseling firms such as Bradley Associates (See especially Appendix B, Unit three and Bradley, 1978).

The procedure for implementation would involve three steps:

1. Secure approval of the Management Department.
2. Secure approval of the Curriculum Committee.
3. Secure approval of the CBA faculty.

Chapter 4

RESULTS

COURSE DESCRIPTION

MANAGEMENT 4.9 Career and Life Planning

Critical analysis of the student's assets and liabilities, and the equating of these assets to the current job market. Small group projects, aptitude tests, role playing, video tape, guest speakers, understudy and other methods will be utilized to develop the most modern and effective means of resume preparation, letter writing, and interview methods. Limited to seniors in the College of Business Administration. Prerequisite: instructors' consent. Pass--no credit. One (1) term, Three (3) semester hours.

METHOD

The experiential approach utilized for this course would be described by those involved with group counseling as a structured, goal oriented T-group type of group counseling. To further identify the method, Figure 1 (Gazda, 1971) shows clearly the three primary areas or depths of counseling--this course would fit into the category on the left (Preventive guidance) but leaning very closely to the preventive-remedial counseling area.

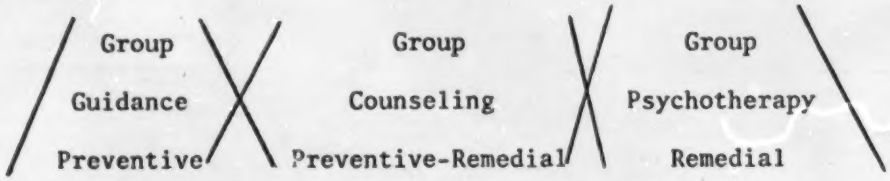

FIGURE 1

There are two primary reasons why a structured group has been adopted: First, there is the restricted time element for the goals that must be accomplished. Second, although not nearly as important, is the type of students concerned. It is this author's observation that business students, accounting majors for example, are a more structured type than sociology or even education students. Business students would have a more difficult time grasping the essentials this course has to offer in an unstructured group setting.

This course will follow Gazda's (1971) ground rules which are approved or at least mirrored by most professionals in group counseling. His ground rules are:

1. Set a goal(s) before entering meeting.
2. Individual will agree to discuss honestly.
3. When not discussing his own problem, individual will listen.
4. Everyone will agree to maintain confidentiality.
5. Everyone will agree to be on time and attend regularly.
6. Individual will give leader the privilege of removing him.
7. All decisions affecting the group as a whole will be made by consensus only.
8. Individual should inform the group leader in private if any group member could do harm to the group, and,
9. If individual receives individual counseling while in the group, his experiences shall be shared with the group if appropriate.

Both Ohlsen (1970, p. 103) and Gazda (1971, p. 167) in addition recommend using a comfortable room for 8-10 people, a soundproof room and no table (a barrier). A tape recorder and/or video recorder are highly desirable. These additional recommendations, as well as many of Knowles (1970) theories, will be implemented as far as physical facilities permit by the facilitator.

PRE-SCREENING

During the pre-screening process, each student would be required

to meet with the facilitator. This would enable the student to get acquainted and to discuss the ground rules. (Gazda, 1971).

Pre-screening is also necessary to assign the students into their appropriate groups.

After meeting the facilitator, the student would then sign a form before he can be assured a space in the class. "The fact that everyone who requests admission cannot be admitted increases the attractiveness of group counseling." (Ohlsen, 1970, p. 209).

The group facilitator (counselor) will serve as "facilitator of action or change and will play a more important role initially than he will later on with the group. There will be individual reviews toward the end of the program."

The entire program revolves around four steps as outlined by Dr. Leo Lieberman (1974):

1. Self awareness
2. Career cluster information
3. Specific occupations
4. Matching self with careers

This author feels that one other step be added, namely:

5. Implementation

Each session will have several parts. The entire group of about 45 to 50 students will meet for approximately fifteen minutes for feedback and/or instructions. Five smaller groups of approximately nine students each will work together for a little over one hour. These five groups, pre-selected during pre-screening, will represent the five majors in the College of Business Administration namely: Management, Marketing, Accounting, Finance and Banking, and finally, Public Administration.

It is envisioned at this time that each individual will receive three papers stapled together just prior to dividing into their smaller groups. The top paper would have the instructions for the group

assignment, the second paper would have instructions for the homework assignment, and the final paper would be the daily report or evaluation of this particular session.

Although the small group itself will decide their rules of conduct and appropriate ending time, the sessions should be carefully scheduled to allow for overruns should the group become deeply involved. The following schedule has some innovative approaches that will allow for some overrun even though an absolute deadline must arbitrarily be set. It will give the 2,250 minutes required for a three credit course and still allow some time for the facilitator to give some individual review especially at the end.

The ideal schedule, as it is perceived, would allow the first two sessions to meet on the first Tuesday and Thursday activity hour. The remaining 11 or 12 sessions would meet on Fridays from 12:00 noon to 2:30. The first week of classes would cover three weeks of the course (Tuesday, Thursday, and Friday). This would enable the students to become better acquainted with members in their group and more importantly finish this course two weeks before the end of the semester so that they can apply for positions and not be engrossed in finals.

This new hour (12:00 noon to 2:30 p.m. on Fridays) could fill the time slots of 12:00-1:15 and 1:30-2:45 if senior courses were scheduled on Mondays and Wednesdays at these hours, for example:

	Monday	Wednesday	Friday
12:00-1:15	*Mkt. 4.8	Mkt. 4.8	12:00-2:30
1:30-2:45	*Mkt. 4.4	Mkt. 4.4	Career and Life Planning

*Comparable Accounting, Management, Finance and Banking, and Public Administration senior courses could and should be scheduled during these hours.

Admittedly this course, "Career and Life Planning" is a new course and an innovative course at the college level. Not all of the intricate details have been worked out and adjustments should be expected. One interesting deviation that should receive utmost consideration is the one devised by Robert G. O'Neal (1977) at Indiana University. His system merely divides the course into three one credit hour courses, beginning in the sophomore year. This system would start the student seriously thinking about career goals earlier and thus have more time to make curriculum adjustments as well as to investigate and gain some experience in a potential career area.

This course, (as outlined in Appendices A and B), intentionally is limited to one section so that a careful evaluation and re-evaluation can constantly be considered. Perhaps if successful, the course could be opened to the entire Suffolk student body with the restriction that members be separated by class; for example, seniors, graduates, and alumni should never be combined.

In addition to periodic and end of course evaluation it is expected that a follow-up comparing this first class of graduates to a control group of graduates not having taken this course be conducted. This type of statistical study could ascertain if this course in career and life planning is statistically significant in such areas as speed in obtaining position, degree of satisfaction with position and relevance and meaningfulness of course to one's career and life planning.

Perhaps a six week mini course, (such as the student activity officer has offered) would complement this Career and Life Planning course. At this point the freshman could begin to understand his/her potential goal more clearly through the required Introduction to Business course

with or without the six week mini course, thereby choosing a more suitable set of courses.

It is also recommended that a professional career counseling firm be engaged as a consultant. There are three strong reasons to substantiate this recommendation, namely:

1. There can be a tremendous value in having an outside point of view.
2. Academicians are primarily theorists and not really marketers of people.
3. The consultant can be of infinite value in supplying guest speakers and helping with implementation (step 5).

Dr. Desfosses (unpublished book, Management By Objective, p. 14, 1977) supports this author's view when he applies it to business; "Generally this educational process is best carried out with an outside consultant..."

It appears that a career and life planning course is desperately needed at the undergraduate level and perhaps more particularly in the College of Business Administration. This definitely would give the college a great advantage over competing business schools. A report of "The American Freshman: National Norms for Fall 1975" by the Cooperative Institute Research Program states that "More than half of the 1975 freshmen (50.7%) said they picked their school because it would help them to get a better job." (Babbush, 1977, p. 46-47).

In an interview with the director of the Office of Career Development at Harvard University (Hodgins, November 1977) he expressed the identical feelings stating that the real reason students come here is to get a better job and our job is to do whatever possible to see that they do get a better one. This is obviously the first and primary reason for the insertion of such a course into the curriculum. A Career and Life Planning course is relatively new, only 72 colleges were offering

a career development course in 1974, (Ripley, 1975, p. 66) and, because of its newness, not all schools offer it and those that do, list it under one of three major departments; namely, education, placement, or management. From a publication of the Mid-west College Placement Association Research Committee Model course on Career Planning, (no author, no date), it was found that Kansas State University has the course listed as Ed. 864, the University of Maryland has the course listed as "Career Planning Course sponsored by Placement and Credentials Services" and Florida State University has the course listed as BSA 415.

Ideally, perhaps, if qualified instructors were available, the placement department could take the responsibility. Boston University placement department would, but university policy requires a certain percentage of instructors with a doctoral degree so they cannot take the responsibility. (Bruce, 1977). In an article "Placement Counselor to Educator", (Yenawine, 1976) two aspects of career counseling were shown; first, placement is moving in the direction of taking the authority for this course, and second, there is a blend of three aspects to teaching such a course. This triad consists of a blending of the "ability to teach and inspire (teaching ability), a deep understanding and rapport with people (counseling ability), and an expanding knowledge of the world of work (management ability)." Certainly teaching, counseling and marketing/management qualities are desirable for the successful implementation of a career and life planning course. In any event, the offering of this course depends on whichever department can secure the individual with the desired credentials to teach it. The business department has as much right as any of the other departments at this stage of development.

Chapter 5

DISCUSSIONS OF THE IMPLICATIONS FOR SUFFOLK UNIVERSITY

After investigating what is being done in the public school system (K-12), certain theories can be extracted that are applicable at the college level. It can be seen in chapter two that there are approximately 26,000 different occupations that can be divided into fifteen clusters. These clusters do not imply that a college degree is needed but certainly a collage major can be identified for each of the clusters. Many of these clusters, such as Business and Office, Communications, Manufacturing, Marketing, Transportation, and Personnel Services, are particularly applicable to a College of Business Administration. Chapter two makes it obvious that the four phases of a career development comprised of career awareness, exploration, orientation, and skill development tend to be repetitive at a constantly accelerated pace from grade school through the adult years. At the college level however, the first three phases are reviewed at a rapid pace with the skill development and implementation phases receiving a proportionately greater amount of time.

Suffolk University currently has all the necessary facilities to help student not only in their careers but in marketing themselves to potential employers. The College of Business Administration now offers a freshman course, "The World of Work" which has the dual purpose of introducing the student to the various career options.

The University has a professional counseling center that is marginally involved with career counseling and maintains a library of career information. The placement department also maintains information

on companies, offers a permanent reference file containing students' resumes, references, etc., and schedules interviews at the university.

The Graduate School of Administration offers a Career Planning course that does not include the marketing campaign and is available only to graduate students.

The implementation of this career and life planning course would not interfere with the other services available at the university; on the contrary, this course would complement them.

The management department already has faculty available with the required abilities of counselor, teacher, and marketing/management as discussed in chapter four. This chapter also contains a course description and method for its use and chapter three describes the procedure used to develop the course.

Suffolk University has the need to help students and to be a competive institution, especially if it is true that over half of a freshman class chose their school because it would help them to get a better job. It has the ability to implement a career and life planning course, it lacks only the desire and opportunity to carry it through. This paper has pointed out the need for such a course, how it can be implemented, what the content of the course should be and the authority (ability) to offer this course. The desire of the administration is the last step needed for immediate action.

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Appendix A

	SESSION	¼ Hour discussion with entire group	¼ Hour Group Project	Homework Assignment	Text Assignment	Daily Report
SELF AWARENESS 1-7	1	Introduction	Take tests	Complete questionnaire		
	2	Explain "O-S"	Work on "O-S"	Obtain letter		
	3	Explain test results	Determine where individual fits	Work on self achievement Inventory		
	4	Explain summary form	Discuss findings of summary form "Personal Assessment"	Report on Article of Fortune or WSJ		
	5	Discuss objective	Work on objective alone & with group	Prepare written objective		
	6	Explain resume	Discuss objective and resume	Prepare rough resume		
	7	Discuss resume	Correct resume with group	Retype resume		
CAREER CLUSTER INFORMATION 8-10	8	Guest speaker	Meet with guest speaker			
	9	Field trip by individuals and small groups				
	10	Explain research	Discuss sources for research	Do research		
SPECIFIC OCCUPATIONS 11-13	11	Explain implementation	*Plan implementation	Work on A,B,C,D list		
	12	Explain letterwriting	Practice wording with group	Type sample letter		
	13	Explain interview methods	*Mock interview	Write to actual potential employers		
MATCHING SELF WITH OTHERS 14-15	14	Explain total marketing campaign	*Go on actual interview	Write "thank you" letters		
	15	Additional individual interviews and counseling for remainder of semester				

*Time sequence to be adjusted so that each small group can practice interview methods

APPENDIX B

Unit I

KNOWING ONESELF OR SELF AWARENESS

RATIONALE

In many respects, self awareness is a most difficult step. In order for a participant to have a reasonably good understanding of him/herself, the implementor or leader must have some counseling ability. This, in effect, is a drawing out process of past accomplishments that will eventually give the participant a much clearer understanding of his/her preferences that will ultimately lead to a satisfying career.

OBJECTIVES

After completing this unit, the participant will be able to:

1. Identify the type of life style he/she conforms to.
2. Recognize his/her various traits and abilities.
3. Receive proof of his/her best short and long range direction.
4. Write a paragraph describing his/her immediate career objective.

LEARNING ACTIVITIES

Unfortunately, there is no single test or exercise that can accomplish the above objectives, only a series of tests and exercises can begin to show a pattern. When certain traits continually repeat themselves then a participant can be reasonably sure that these traits do indeed belong to him/her.

Along with counseling sessions, two primary tools are used in the learning activity, one being tests (scoring) and the other exercises (no scoring).

Tests - At least one or two interest tests should be taken by each participant. Tests such as the Kuder Interest Inventory, Edwards Personal

Preference, Strong Campbell Interest Inventory, Meyers-Briggs Type Indicator or some other standardized interest test should be administered early during this step.

Exercises - There are a number of exercises that could be used all with the purpose of substantiating the test results. Obviously, since there is such a large number, their value to the individual will range from virtually useless to extremely important. One exercise that is fun to take, but rarely gives any valuable results is the "Twenty Likes" (Sutherland, 1975) which asks first to list 20 things you simply like to do. Next to each item a sequence of questions are asked such as: which activity did your father like to do, which did your mother like to do, which do you like to do alone, which do you like to do with a loved one, which do you like to do in private, which to you like to do in public, which have you done in the last six months, which costs money and other similar questions. An experienced counselor may be able to draw something from this exercise, such as the amount of influence a parent has had over the participant that may contribute to a career choice. One young man that took this exercise proved that he had a deep interest in sports, yet ironically, he was a cripple from birth. It was discovered that it was not actually sports that interested him, but his personal gratification of helping young people tha was disguised in the sports field. This young man is now completing his law degree with the long range plan of working with youth through a public agency.

Another exercise involves group work on the "O-S" graph which is an exercise based on Blake and Mouton's (1964) Management grid where the group works out classifications based on "Other and Self" life styles and interests. Initially, case problems will be used to practice identifying the 'other and self' interests, then, the group will use the "O-S" to

identify their own as well as the other members' styles of leadership and interests.

Still another exercise that the leader should provide is a questionnaire similar to a complete job application blank that would include several inquiries such as listing work you had done and what aspect you liked about it, hobbies you enjoy, what your future position would be like if you had an Aladin's lamp, what you would like to be earning in one year, five years, ten years, along with other revealing questions.

Other exercises may indicate that each participant obtain a letter from a parent, spouse, or someone close enough to use the Aladin's lamp concept in their behalf. The letter writer should indicate such things as the participant's assets and where they visualize the participant's future career and why.

Although only a sampling of tests and exercises have been explained, the objective is to force the participant into thinking deeply about him/herself, where he/she has been and where he/she would like to be in the future.

Counseling - The participant, after a series of tests and exercises, is now beginning to form a picture of him/herself. Appendix B shows a form that when completed, can serve as a basis for group discussion. Each participant is able to collect, digest, summarize and discuss the important aspects of his/her desires and qualifications with others in small groups. The result of this small group discussion will culminate with each participant being able to put in writing the one paragraph that represents his/her immediate career objective along with the long range direction or career goal.

In summary, each participant is learning about him/herself through the experiential approach. Each learning module would be divided into

three parts, working alone, working in small groups and working as an entire class. These parts, however, may not follow any prescribed sequence, working alone, for instance, may come as homework or at the beginning, middle or end of the class period.

APPENDIX B

Unit II

THE WORLD OF WORK

RATIONALE

Career counseling operates contrary to the method by which most people find jobs. Most people see an advertisement for a job or hear about one and if it sounds good they take it. In career counseling, the participant discovers first what he/she wants and then seeks out the company offering a position that would satisfy a majority if not all of his/her needs. Isolating one industry or company over 23,000 different ones appear, at this point, to be an insurmountable task.

OBJECTIVE

After completing this unit, the participant will be able to:

1. Compare the advantages and disadvantages of various industries.
2. Rank various industries that meet the individual's requirements.
3. Choose a particular industry or even a specific company.

LEARNING ACTIVITY

Now that the participant has a long range career plan and an immediate career objective, the small groups along with small group class discussions will uncover vast resources that the participants can investigate on their own.

Group Suggestions - The participant can begin the search for the particular company in the small group and from class suggestions. Often the group/class will suggest an industry, a type of company and in some cases, a particular company, and in rare instances, even supply the name of the individual to talk to in a particular company. Rarely can the group/class supply all the necessary information required.

Individual List - The individual should keep what may be called the "A,B,C,D List". (see Appendix C). This individual exercise asks the participant to list all the individuals he/she knows in various categories such as: lawyers, bankers, doctors, professors, former employers, etc. and then rank them in ABC order. The "A's" can hire in their own right, "B's" may know of someone who could hire in their own right, and "C's" are even further removed. The "D" list is merely a list of companies which interest the participant.

Research - Ultimately, the participant must research a particular company before approaching it. This research may range from interviewing persons that may have contact with the company or going to a library to investigate the company in directories or checking their stockholder's report. In rare cases, the participant may find a computer that has company information stored. Magazines, newspapers, field trips, guest speakers, and alumni, may also serve as resource material along with occasional input from radio and television. The emphasis here is for the participant to keep an open and alert mind for information on the company of his choice. One participant, for example, was given a courtesy interview at Gillette's toiletry division when she happened to comment on the new ladies' razor the company was about to introduce. Since the interviewer himself had only heard about the razor the day before, he introduced her to his superior and after a lengthy interview, shw was offered a position whenever she desired to accept.

Research should never be underestimated and the leader in his teaching role should encourage the participant to utilize several sources.

In summary, the participant should find out where the company is located, where it is going, who the officers are, etc. The participant is beginning to match his desires and qualifications with what the potential

company offers. Such aspects as the size, products, location, opportunities for advancement, reputation, and other factors should be compared.

APPENDIX B

Unit III

THE MARKETING CAMPAIGN

RATIONALE

Give a man a fish and he will live for a day, teach a man to fish and he will live for a lifetime. This maxim is often alluded to career counseling. This matching of individual qualities to a position and their implementation are interrelated functions and are both related to selling ones' self to the organization. This aspect of teaching a man to fish, is a selling function and it is helpful if the implementor has some familiarity with the art of selling and marketing.

OBJECTIVES

After completing this unit, the participant will be able to:

1. Understand how his/her qualities are actually positioned into a desired industry.
2. Know how and when to talk to the right people, including resume preparation, letter writing, and interview procedure.
3. Negotiate for a position.

LEARNING ACTIVITY

After classroom activities close, the implementation fo theory begins. In effect, the participant is about ready to actually begin his/her interviewing. There should still be ample time available for some lectures, group discussions and role playing. Seeking a full time career position is in itself a full time job. The participant must be able to organize a professional career search.

Resume - The career search begins with an appropriate resume containing a minimum of what might be called "dehiring factors" and a maximum stress on accomplishments. The resume in effect, sums up the individual's objective, desires, qualifications, and again, most importantly,

accomplishments.

Letter - Letter writing is discussed and practiced as it is the art of saying the right thing in a non-threatening manner. Several types of letters are investigated as described in Appendix D. The timing of letters, their content, purposes, and quality is thoroughly investigated.

Interview - The interview process is discussed and also practiced through role playing. Video taping of interview sessions is particularly desirable for self evaluation. Interview timing, action, and speech are thoroughly discussed.

General Approach - The marketing campaign should always portray an honest and professional appearance. The interviewer should hold a position at least two levels above the sought position. The approach should be one of seeking advice and not seeking a job. This attitude puts both parties at ease and allows the interviewee (participant) to inquire about problem areas that exist in the company. This approach also allows the interviewer to suggest other interviewers in his or related organizations.

1. Check the company telephone operator for correct name and title. (Since the participant's research, the name may have changed.)
2. Send a letter with a resume. The letter, resume and envelope should be of the same quality and color. The color may be a buff or off-white.
3. Telephone the person already contacted by letter to confirm a meeting, (interview).
4. Go to the meeting. The interviewee should not arrive more than five minutes early, never late, and should plan to leave in about 20 minutes.
5. Make notes immediately following the meeting.
6. Send a "thank you" note the same day.
7. Pursue all leads.

In summary, the marketing campaign prepares the participant to organize the job search in a professional manner with a minimum of offensive or nervous behavior. This basically enables the participant to professionally approach experienced professionals on their level.

An outline of a marketing campaign is shown in Appendix E.

APPENDIX B

Unit IV

"HAPPY SUMMER PROGRAM"

My name is
Age
Marital status

From Bradley's "Achievement/Success Inventory"

I What was your most enjoyable job?

Relations with others?

Accomplishments?

II What are a few of your major achievements and successes?

III What is your "Aladdin's Lamp"?

IV What is your negative Assessment?

V What is your Education? Major, (minor) year of graduation.

VI What is your leisure activity?

VII What Organizations & Clubs do you belong to? Officer?

VIII Any special assets?

My Strong/Campbell in order

1	4
2	5
3	6

What if anything did the "20 Likes" exercise reveil to you?

My strongest skills are:

OBJECTIVES AND COMMENTS

1

2

3

4

5

6

7

8

PRIMARY CONTACTS FOR ADVICE AND INFORMATION

PART I - list the names of your contacts. Complete PART I before PART II

FORMER EMPLOYERS	BANKERS + FIN. CONS.	ACCOUNTANTS	LAWYERS
BUS. EXECS., OWNERS	PAST BUS. ASSOCIATES	CLERGYMEN	POLITICIANS, AND COMM. LEA
COLLEGE PROF., DEANS, PRESIDENTS	COLLEGE ALUMNI, FRATERNITY	SALESMEN	M.D., D.D.S.
CONSULTANTS	INS., R.E., STOCKS	FRIENDS, RELATIVES	OTHER

Bradley Associates
CAREER COUNSELORS

PART II

CONTACTS & REFERRALS

The technique for generating interviews requires practice....practice requires ACTION. Do not waste time pondering your next move...poor action action is better than no action. SO ACT -- ITS YOUR FUTURE!

Proceed with an earnest effort along the lines of approach which you have discussed with your counselor and on this basis, on your referral list.

EACH INTERVIEW IS EXPECTED TO RESULT IN AT LEAST ONE (1) MORE INTERVIEW.

-- REFERRAL LIST --

From Part I, complete your list with names/addresses for the following categories.....

"A LIST" People who can, by their own decision, enter you into their payroll. Who can hire and fire. Who can, on their own CREATE a position for you. (i.e. Chairman of the Broad, Presidents, Executive Vice Presidents, etc.)

"B LIST" People who know, are known, and can refer you to those in "A List".

"C LIST" People who service people.....clergymen, doctors, dentists, bankers, lawyers, politicians, civic leaders, etc.

"D LIST" Prepare a group of names, at least five (5) names of the kinds of companies you might work for.

Name of Company
Address and Zip
Phone Number

Names of the top executive officers and those below with who interviews would produce other interviews.

APPENDIX B

Unit VI

WRITING LETTERS

GENERAL RULES.....

* NEVER ABBREVIATE....names, addresses, or words within a letter.
* Make you letters warm and personal, avoid stereotype phrases.
* Your letters should be typed and of professional appearance.
* Follow the accepted business letter format (attached)
* Make two (2) carbons of each letter

  .... 1 to go to your counselor
  .... 1 to put in your follow-up folder

* Make all letters brief and to the point unless there is specific reason to go into detail (discuss with your counselor).
* Usually enclose a copy of your resume with each letter.

DIRECT APPROACH

BLIND ADS ...

* Write your qualifications in relation to their ad requirements.
* Enclose your resume.
* Send a brief FOLLOW-UP letter if you haven't received a response after two (2) weeks. Reconfirm your interest in the position, enclose a resume.

AGENCIES/EXECUTIVE RECRUITERS ....

* Make reference to your enclosed resume.
* Suggest a personal interview, mentioning a date you are available.

COMPANY NAMED ADS....

* IMPORTANT..consult the organization's switchboard as to the individual's full name (including initials), title and check his mailing address.
* Personalize your opening paragraph directly to him and his organization.
* Write your qualifications in relation to their ad requirements.
* Enclose your resume.
* Mention the day and date you will call his office. (discuss with counselor)

LETTERS FOR REFERRAL INTERVIEW

DIRECT CONTACTS (individuals you know or approaching cold)....

* IMPORTANT - consult organization's switchboard to obtain the person's full name including initials, his title and his mailing address.
* Personalize your opening paragraph directly to him and his organization
* Briefly state your current situation and objectives (discuss with counselor)
* REMEMBER, you don't expect he knows of a position but what you are seeking is his advice and counselor.... let him know that.
* Last paragraph..... state the day and date you will call his office to arrange an appointment.

INDIRECT CONTACTS (those you have been referred to)....

* Name the person who suggested the contact.
* Briefly state your current situation and objectives
* REMEMBER, you don't expect he knows of a position but what you are seeking is his advice and counsel .....let him know that.
* Last paragraph.....state the day and date you will call his office to arrange an appointment.

OTHER LETTERS

THANK YOU

* EVERYONE gets a Thank You letter.
* Use a typewriter if no further action is anticipated, otherwise write a personal note by hand. *(discuss with counselor)*
* Keep it fresh....write a rough draft the same day, if possible, to be discussed with your counselor.
* Be personal, specific and genuine in your thanks.
* Repeat some of the conversation you had during the interview showing you were listerning with interest.
* Correct any significant misunderstanding you may have realized after the interview.
* Stress any important "hot buttons".
* Confirm your expectation of his follow-up action (if any) or your intention (if any).

Your Letterhead

Mr. Richard J. Bradley
President
BRADLEY ASSOCIATES
575 Boylston Street
Boston, Massachusetts 02116

Dear Mr. Bradley-

YOUR OPENING PARAGRAPH.....

SECOND PARAGRAPH STATES YOUR SITUATION AND OBJECTIVES

THIRD PARAGRAPH STATES DATE AND DAY OF YOUR PHONE CALL.

Sincerely yours,

October 24, 1975

Your Name

SAMPLE ENVELOPE

Your Name
Address
City, State Zip

Personal and Direct

Mr. Richard J. Bradley
President
BRADLEY ASSOCIATES
575 Boylston Street
Boston, Massachusetts 00216

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APPENDIX B

Unit VII

MARKETING CAMPAIGN

CLIENT _____ DATE _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
#1 MAIL OUT 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		RESEARCH	#1 CALLS 1. ___ , / : 2. ___ , / : 3. ___ , / : 4. ___ , / : 5. ___ , / :	#2 MAIL OUT 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
#3 MAIL OUT 11. _____ 12. _____ 13. _____ 14. _____ 15. _____	#2 CALLS 6. ___ , / : 7. ___ , / : 8. ___ , / : 9. ___ , / : 10. ___ , / :	RESEARCH	#3 CALLS 11. ___ , / : 12. ___ , / : 13. ___ , / : 14. ___ , / : 15. ___ , / :	#4 MAIL OUT 16. _____ 17. _____ 18. _____ 19. _____ 20. _____
#5 MAIL OUT 21. _____ 22. _____ 23. _____ 24. _____ 25. _____	#4 CALLS 16. ___ , / : 17. ___ , / : 18. ___ , / : 19. ___ , / : 20. ___ , / :	RESEARCH	#5 CALLS 21. ___ , / : 22. ___ , / : 23. ___ , / : 24. ___ , / : 25. ___ , / :	#6 MAIL OUT 26. _____ 27. _____ 28. _____ 29. _____ 30. _____

ADS	SEARCH COMPANIES	30 COMPANIES				
	56					57

APPENDIX C

SOME USEFUL INFORMATION SOURCES FOR A CAREER COUNSELING COURSE

The numbers preceeding the names indicate areas of primary usefulness: (1) Unit 1, (2) Unit 2, and (3) Unit 3. The letters indicate primary usefulness to "A" the implementor and "B" the student.

12 AB Bell, Gerald D. The Achievers, Chapel Hill, N.C. Preston Hill, 1973.

123 AB Bolles, Richard N. What Color is Your Parachute? New York: Ten Speed Press, 1977.

12 AB Campbell, David, If You Don't Know Where You're Going You'll Probably End Up Somewhere Else. Niles, IL, Argus Communications, 1974.

1 B Carnegie, Dale, How to Stop Worrying and Start Living, New York: Simon and Schuster, 1948.

12 B Denver, Celia, Career Perspective: Your Choice of Work. Worthington, OH, Charles A. Jones Publishing Co. 1972.

123 AB Djeddah, Eli, Moving Up, New York: Lippincott Co. 1971.

1 A Ginzberg, E., S. Ginzberg, S. Axelrod, J.L. Herma, Occupational Choice: An Approach to a General Theory. New York: Columbia University Press, 1951.

123 AB Haldone, Bernard, Career Satisfaction and Success, New York: Amacom Division of American Management Association, 1974.

1 A Harris, Thomas A. I"m OK--You're OK, New York: Harper & Rowe, 1969.

1 A Hoppock, R., Occupational Information (2nd ed.) New York: McGraw-Hill, 1963.

12 A Kotter, John P., Self Awareness and Career Development: A course in the Selection and Management of a Career. Englewood Cliffs, NJ. Prentis-Hall, Inc. 1978.

1 A Osipow, Samuel H., Theories of Career Development, New York: Appleton Century Crofts, 1973.

1 A Peale, Norman Vincent, You Can Win, New York: Abington Press, 1938.

1 A Roe, Anne, The Psychology of Occupations, New York: Wiley, 1956.

APPENDIX C (con't)

1 AB Seabury, David, Growing into Life, New York: Blue Ribbon Books, 1933.

1 A Sheen, Fulton J., Peace of Soul, Garden City, New York: Garden City Books. 1951.

1 B Simon, Sidney, I am Loveable and Capable, Niles, Illinois: Argus Communications, 1974.

1 B Simon, Sidney, Meeting Yourself Halfway, Niles, Illinois: Argus Communications, 1974.

1 AB Sinclair, Upton, A World to Win, New York: The Viking Press, 1946.

1 A Super, D.E., The Psychology of Careers, New York: Harper, 1957.

123 AB Trembly, Dean, Learning to Use Your Aptitudes, San Luis Obispo, California: Erin Hills Publishing, 1974.

Although this list is far from complete, it is still useful for the implementor and student. Other sources should not be overlooked such as local newspapers, especially the weekend edition. The Boston Herald American, for example, has a regular "Help" section in their Sunday paper. Trade publications are another. The Society for the Advancement of Management Journal normally has appropriate articles. Student newspapers, placement journals, and many others too numerous to mention are sources of current information and trends.

APPENDIX C (con't)

SOURCES OF INFORMATION ABOUT PROSPECTIVE EMPLOYERS
(Generally available in public and business libraries)

*Directories - Many directories are available, classified according to geography and industry. While most of these directories carry little specific information about a company, there are exceptions.

*Moody's Industrials - This reference covers only those companies whose securities are traded. Firms are listed alphabetically by firm name. Moody's contains a good synopsis of firm size, location, products, plants, and officers.

*Other Moody's Publications - Prospective employers not falling into the "industrial" classification are generally covered by some other Moody publication, such as Moody's Public Utilities, Moody's Railroads, and Moody's Banks, Insurance, Real Estate, and Investment Trusts. Information is similar to Moody's Industrials.

*Standard Corporation Records - This publication features a weekly news section covering financial and operating developments in companies whose securities are traded. Companies are listed alphabetically, and indexes are cumulative.

*Dun & Bradstreet - Companies are indexed geographically. Firms are rated according to credit standing, and there is some indication of financial size and function.

*Thomas' Register - Almost all U.S. companies engaged in manufacture are listed here. One of the three volumes which comprise the set indexes companies alphabetically, indicated the nature of the product, plant locations, and company size.

*(Area) Manual of Securities - This publication, covering area companies, carries information similar to that in Moody's, but in greater detail and for more companies in the area. An example is Walker's Manual of Pacific Coast Securities.

Poor's Register of Directors and Executives

Annual Reports - One of the best sources of information about a company is its own annual report.

World Aviation Directory - Addresses and names.

APPENDIX C (con't)

OTHER DIRECTORIES

local: (State) Manufacturers' Annual Register
(Area) Industrial Purchasing Guide
Membership Rosters - Various manufacturers
(City) Chamber of Commerce Business Directory
(Local) Directory of Business & Industrial Consultants

National: Working Press of the Nation
The Standard Advertising Register
Croners Trade Directory of the World